

POLICY IMPLEMENTATION DOCUMENT

Student Services

Rationale

The Student Services faculty, incorporating the Student Wellbeing team, aims to provide a broad range of support services and additional assistance to support the learning and wellbeing of our students. It has a comprehensive and integrated strategy to support the cognitive, emotional, physical, social and spiritual wellbeing of students in the context of teaching and learning. These services are delivered in a supportive environment in the Student Services area located in the bottom of C-block. This policy is to ensure both staff and students' wellbeing needs are being met.

Aim

Key stakeholders will be confident and prepared to meet the individual needs of all of our students. High school is an exciting and challenging time, and as such, students may need to access support services. This model provides a framework to set out the requirements and practical arrangements for Student Services.

Time – Out Conditions

- 1) Students are to use their Time-Out option for the minimum period of time necessary to be able to return back to class safely (generally 5 – 10 minutes).
- 2) The Time-Out option should only be used if other soothing strategies have been tried in the classroom. Year Advisors, Student Support Officer and the Head Teacher Wellbeing will work with students to develop mindfulness and resilience strategies for staying in class and on task when issuing the Time-Out option. Students will be taught signs to look out for if these strategies are not working and the Time-Out option should then be used.
- 3) Students are to use strategies to promote self-calming behaviours (DrumBeat strategies, mindfulness, loop earphones, colouring, breathing techniques and other strategies from external providers).
- 4) Students who enter the space, to use their Time-Out option, are to sign in and out of the room.
- 5) Students' personal technology devices are only to be used with the supervising teacher's permission.

- 6) The Year Advisor, who organises the Time-Out option, must contact home to ensure that parents and carers are aware their child has the option. The Year Advisor or wellbeing staff are to add the Time-Out on to the spreadsheet located in the Year Advisor google drive.
- 7) Time-Out options are reviewed monthly by the Year Advisor / Wellbeing team to ensure they are being used appropriately and/or still needed.
- 8) If a student is not showing evidence of de-escalating behaviour or the teacher feels unsafe for themselves or other students, they should contact a Head Teacher, Deputy or the Principal immediately.

Please note: Time-Out options can only be given by Year Advisors, Student Support Officer, Deputy or the Head Teacher Wellbeing.

Use of Space for Individual or Group Learning and Support

- 1) Staff members need to negotiate with teachers prior to the lesson to arrange the removal of students from class.
- 2) Large groups cannot be accommodated due to the limited size of the open learning space.
- 3) If there is any misbehaviour the school discipline code should be followed.

Learning support

- 1) The classroom teacher will always be the first person students will seek help from for learning and assessment support.
- 2) Following classroom teacher assistance, if the student requires further support a learning support referral from the classroom teacher should be submitted to the Student Wellbeing team. The referral form is located in Compass under the 'Wellbeing' tag.
- 3) No student will be removed from timetabled lessons without prior arrangement and agreement from the classroom teacher.
- 4) For general learning concerns regarding an individual student, a learning support referral should be submitted to the learning support team.

Behaviour support

- 1) All behaviour incidents are to be recorded on Compass following the school's Student Behaviour policy.
- 2) For behaviour support/intervention for a specific student please submit a referral to the learning support team.

- 3) The referral will be reviewed by the Learning and Support team – Compass data, attendance and observations will help determine any interventions that are to be introduced.
- 4) The subject teacher may then be asked to consider some elements of Functional Behavioural Analysis with the LaST Behaviour.
- 5) If identified as needing LaST Behaviour support, a Behaviour Support Plan will be created and communicated to all relevant staff.